DOCUMENT RESUME

ED 405 324 SP 037 205

AUTHOR Holt, Dennis; And Others
TITLE Integrating Preparation and Practice through a Technology-Based Approach to Portfolios for Professional Development Using CD-ROM Technology.
PUB DATE Feb 97
NOTE 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Computer Assisted Instruction; Elementary Secondary Education; Higher Education; *Optical Data Disks; Partnerships in Education; *Portfolio Assessment; *Portfolios (Background Materials); Preservice Teacher Education; Professional Development Schools; *Student Teacher Evaluation; Student Teachers; Student Teaching; Urban Schools
IDENTIFIERS Florida (Jacksonville); University of North Florida

ABSTRACT

As part of the Jacksonville Urban Education Partnership (JUEP) at the University of North Florida, a CD-ROM disc designed to assist preservice teachers in the preparation of their portfolios was developed and tested. With the help of the disc, 45 preservice teachers developed portfolios as a tool for reflection and for evaluation of skill and knowledge during their clinical experience in urban professional development schools. The content of the CD-ROM includes: guidelines for assembling a portfolio; suggestions for the format and the selection of artifacts that represent teaching performance; and concrete examples for producing portfolios. The CD-ROM format was selected because it can hold a substantial amount of data, graphics, sound, and video, and is portable, durable, and inexpensive to reproduce. Evaluation of the CD-ROM project included an examination of the quality of the working portfolios produced by students in the pilot JUEP project. Conferences were held with selected students, clinical educators, and directing teachers to compile and review anecdotal records about their experiences with the CD-ROM and the portfolio development process. (Contains 10 references and a list of resources with internet addresses.)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 324

INTEGRATING PREPARATION AND PRACTICE THROUGH A TECHNOLOGY-BASED APPROACH TO PORTFOLIOS FOR PROFESSIONAL DEVELOPMENT USING CD-ROM TECHNOLOGY

Presented by

Dennis M. Holt, Ph.D.
University of North Florida

Florence M. Marquardt, Ph.D.
University of North Florida

in collaboration with

Dr. Zella Boulware
Dr. Tuiren Bratina
Ms. Anne C. Johnson

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D. M. Holt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Prepared for the 49th Annual Meeting of the American Association of Colleges for Teacher Education
Phoenix, Arizona
February 26-March 1, 1997

SP037205

BEST COPY AVAILABLE

Background

The College of Education and Human Services at the University of North Florida has established teacher education programs which serve the preservice and inservice needs of northeast Florida school districts. Most recently this work has involved closely formulated university and school district collaboration.

During the early 1980s much of the local area inservice for educators was delivered through teacher education centers, including a university center and centers located in the school districts. The College also established graduate degree programs. During that period the university delivered over 8,000 hours of inservice education each year. At the time about half of the University contracted inservice was delivered by full-time university faculty. The remaining hours were delivered by experienced master teacher trainers employed by the University as visiting faculty. Each visiting faculty member was also assigned to a school district for completing special staff development projects.

Throughout this period the College of Education and Human Services established preservice teacher education programs which emphasized field experiences in school classrooms. This field experience program enabled the College to establish trusting relationships with school districts. An important outcome of these relationships was a special field experience program named EXCEL (Excelling at Clinical Education Learning). As an experimental program, EXCEL enabled the College to refine its supervisory practices for preservice teachers completing field experiences in selected school classrooms before their internship semester. EXCEL enabled the University to also employ experienced teachers from school districts to provide field experience supervision. The

teachers held visiting appointments at the University and were also employed by a school district to do inservice staff development activities for one-half of their time. Each education institution contributed half of the cost of the program. EXCEL has now been institutionalized into the teacher education programs of the College. As this collaborative work matured both partners began to see ways of working together to improve teaching and learning at the university and in school districts.

Collaborative Projects

In order to examine the most effective ways to help reform teacher education and connect the work with the restructuring of K-12 education, the College has been engaged in several important collaborative projects over the past six years.

From 1990 through 1993, the AT&T Corporation funded the College's Alliance for Tomorrow's Teachers project. The project enabled the College to establish strong collaborative relationships with three elementary schools within two school districts, a community college, and two teachers' organizations. The details of this work are available for review. (Fountain, 1994; Fountain and Evans, 1994)

In 1994 the College received federal funding for the Jacksonville Urban Educational Partnership project. For 1996-97 the project funded the development of a CD-ROM disc for helping preservice teachers better prepare portfolios documenting their professional growth in field experiences at school sites. Through field-based courses, preservice teachers progressively gain the ability to demonstrate their knowledge of teaching and to apply their understanding of teaching practices in school settings. It has become evident that the portfolio is an effective means to motivate interest in teaching and learning and to document outcomes in ways that are accountable to the education profession.

CD-ROM Development through JUEP

To assist preservice teachers in the preparation of their portfolios, the presenters formed a development team and created the CD-ROM disc. The preservice teachers with whom the CD-ROM disc, "Developing a Teaching Portfolio" was piloted were participants in the Jacksonville Urban Educational Partnership (JUEP). The project is a three-year multi-agency collaborative partnership among a large urban school district, a teacher organization, a community college, a university, and selected parents, businesses, and community agencies funded by the U.S. Department of Education. The primary purpose of the project is to improve urban achievement, the preparation of teachers for urban schools, and the ongoing professional development of urban educators. Project activities are organized along a clinical continuum from early field experiences at the community college, through urban field experiences during preinternships and internships, to professional development for experienced urban educators. The preservice teachers involved in this CD-ROM project were participating in a pilot program at selected urban professional development schools where large clusters of preservice teachers completing a preintern experience are placed for weekly, full-day field experiences with carefully selected and trained directing teachers.

At the University of North Florida, preinternship experiences occur as preservice teachers enter the professional preparation sequence in their junior year. Preservice teachers enroll in Field Laboratory I during their first semester and Field Laboratory II their second semester. On-campus seminars are taught by exemplary teachers hired by the university. The seminars are combined with a ten-week field experience of five hours per week. In the pilot preinternship program, six urban schools (four elementary schools, one middle school and one high school) were selected to become JUEP Preinternship Professional Development Schools. These schools are the sites where the 45

preservice teachers were clustered for their field experiences during the fall term of 1996.

Research-base for Professional Portfolios

One of the norms of professional interaction that provides a thread running through the JUEP project components is reflectivity. Teacher reflection has been found to be an intrapersonal experience leading to insight about oneself and existing perceptions. (Freiberg, 1995; Tabachnick & Zeichner, 1991) One of the requirements of the pilot preinternship was to continue the evolution of a professional portfolio. The development of preservice teacher portfolios documenting reflections on early field experiences captures the richness and complexities of their teaching and learning. Compilation of portfolios during preservice field experiences is becoming common practice. (Bird, 1990; James & Cleaf, 1990; King, 1990; Shulman, 1988; Wolf, 1991) Portfolios may be used in several ways, such as journal writing to record experiences as a tool for reflection; and for overall evaluation of knowledge and skill acquired by the student. Portfolios provide a record of the developmental progress made during early clinical experiences in schools. They are also helpful to the faculty responsible for determining strengths and areas for growth, providing direct evidence of what preservice teachers know and can do. (James & Cleaf, 1990)

Theoretical Framework for JUEP

The theoretical framework for developing, implementing, and evaluating the pilot urban preinternship experiences was derived from professional literature based in five educational areas:

1. The literature of professional development schools that was used to structure the selection and implementation of strategies at the schools and was designed not only to provide a nurturing environment for novice preservice teachers but also to structure professional development experiences for experienced urban teachers;

2. The literature on early field experiences which advocates providing opportunities to bridge theory and practice and influence positively the teaching performance and attitudes of prospective teachers. Evidence from past collaborative projects of the University of North Florida and urban school districts reveals that early field experiences in urban settings positively impacts both success in the internship experience as well as the desire and confidence level of first year teachers in urban settings;

3. The literature on effective mentoring which was used to develop recruitment, selection, training, and evaluation processes for urban directing teachers who were able to successfully promote the professional and personal development of the preservice teachers within the context of a caring relationship;

4. The literature on teacher as reflective practitioner which contributes to the selection of subject matter content and requirements of the on-site seminars taken by the preinterns; and

5. The literature on effective clinical supervision and coaching which was used to guide the training given to the on-site clinical faculty and the directing teachers.

Artifacts for the Portfolio

The Field Laboratory I and II portfolios contain the artifacts listed below:

PORTFOLIO GUIDE and EVALUATION SHEET

Section (Optional) 1. Introduction to Education
_____ Early Field Experiences

Section 2. EXCEL I
_____ Apprehension Concerns Questionnaire
_____ Classroom Knowledge Base Questionnaire
_____ Multicultural Assignment
_____ Child Diagnostic Study
_____ Journals # 3___ Required # ____ Submitted

Section 3. EXCEL I Preinternship Forms
_____ Evaluation #1
_____ Evaluation #2
_____ Final Evaluation
_____ Hour Log

Section 4. EXCEL II
_____ Multicultural Assignment
_____ Lesson Plan
_____ Journals # 3___ Required #____ Submitted
_____ Apprehension Concerns Questionnaire
_____ Classroom Knowledge Base Questionnaire

Section 5. EXCEL II Preinternship Forms
_____ Evaluation #1
_____ Evaluation #2
_____ Final Evaluation
_____ Hour Log

Section 6. EXCEL I and II Supplemental Documentation
_____ Lesson Plans Developed/Implemented
_____ Samples of Student Work
_____ Samples of Instructional Materials Developed
_____ Photographs/Videos

Section 7. Course assignments Other than EXCEL I and II
_____ Unique Samples of Professional Work

Development of the CD-ROM

The content of the CD-ROM disc is based on the book, *How to Develop a Professional Portfolio: A Manual for Teachers.* The CD-ROM's content includes guidelines for assembling a portfolio, suggestions for the format, based upon existing JUEP standards, and suggests artifacts to select that represent teaching performance. One of the major factors guiding the development of the CD-ROM disc was to hire a professional firm for production assistance and CD-ROM mastering. The development team was responsible for preparing a flowchart, writing the script, selecting and producing the majority of the visuals, including video segments, and narrating the script. The professional firm's representative met periodically with the team during the planning stages and during the creation of the CD-ROM premaster.

As the development team determined the essential elements of the instructional design process, the following questions were considered:

What is the goal of the project?

Who is the intended audience?

What will the preservice teacher be able to do after using the CD-ROM?

What is the best format for learning the content?

How will preservice teacher evaluation occur?

Preservice Teacher Portfolio Outcomes

In order to gain a better understanding of themselves, a primary goal of the project was to help preservice teachers develop a portfolio of their work. Two Field Laboratory II instructors provided instruction and guidance to the 45 students as they fulfilled the portfolio requirement of the course. The CD-ROM disc introduced the preservice teachers enrolled in Field Laboratory II to portfolios and gave concrete examples for producing their portfolio. The preservice teachers

compiled a working portfolio of artifacts that documented certain aspects of their teaching, learning and certain teaching competencies. Since a CD-ROM disc can hold over 650 megabytes of data, graphics, sound and video, is portable, durable, and inexpensive to reproduce, the development team decided upon the CD-ROM format. An important consideration was the large amount of content and examples of artifacts that needed to be shown to the preservice teachers. In addition, the CD-ROM format can include video segments and examples of artifacts provided by former preservice teachers who had developed portfolios. As a result of working with the CD-ROM, preservice teachers in the JUEP pilot program gained the knowledge required to assemble their working Field Laboratory II portfolios. It was anticipated that after completing the CD-ROM tutorial, the preservice teacher would be able to:

Distinguish between a working and a presentation portfolio;

Organize a working portfolio according to predetermined standards;

Identify artifacts that denote accomplishment for each standard; and

Produce a working portfolio by the end of their Field Experience II course.

Evaluation of the CD-ROM project included an examination of the quality of the working portfolios produced by students in the pilot JUEP project. Conferences were held with selected students, clinical educators, and directing teachers to compile and review anecdotal records about their experiences with the CD-ROM and the portfolio development process. The development team is in the process of reviewing all of the data and preparing a second CD-ROM disc to be used in the fall term with all preservice teachers who enroll in Field Laboratory II.

REFERENCES:

Bird, T. (1990). The schoolteacher's portfolio: An essay on possibilities. In J. Millman & L. Darling-Hammond (Eds.), The new handbook of teacher evaluation: Assessing elementary and secondary school teachers. Newbury: Sage.

Campbell, D., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., and Wyman, Jr. R.M. How to develop a professional Portfolio: A manual for teachers. California University of Pennsylvania.

Fountain, Cheryl A. (1994) Alliance for tomorrow's teachers. A paper prepared for the AT&T Foundation in association with the American Association of Colleges for Teacher Education. August, 1994.

Evans, Donna B., & Fountain, Cheryl A. (1994) Beyond shared rhetoric: A collaborative change model for integrating preservice and inservice urban educational delivery systems. *Journal of Teacher Education,* 45 (3), 218-227.

Freiberg, H.J. (1995). Promoting reflective practice. In G.A. Slick (Ed.), Emerging trends in teacher preparation: The future of field experiences. Thousand Oaks, CA: Corwin.

James, A., & Cleaf, C. (1009, Winter). Portfolios for preservice teachers. Kappa Delta Pi Record, pp.43-45.

King, B. (1990). Thinking about linking portfolios with assessment center exercises: Example from the teacher assessment project. Stanford: Teacher Assessment Project (TAP), Stanford University.

Shulman, L. S. (1998). A union of insufficiencies: Strategies for teacher assessment in a period of educational reform.

Tabachnick, B.R. & Zeichner, K. (Eds.) (1991). Issues and practices in inquiry-oriented teacher education. New York: Falmer.

Wolf, K. 9191). The schoolteacher's portfolio: Issues in design, implementation, and evaluation. Phi Delta Kappan, 73, 129-136.

RESOURCES ABOUT ELECTRONIC PORTFOLIOS

Portfolios for (preservice and inservice) Teachers:

ERIC citations for portfolios in teacher evaluation and teachers' professional development:

http://www.cua.edu/www/eric_ae/Infoguide/port_pd

St. Norbert College Teacher Education PORTFOLIO REVIEW

http://www.snc.edu/~kleies/portfolio.html

Teacher Portfolio Assessment

http://watson2.cs.binghamton.edu/~loland/portfolio2.html

Science Eductor Abstract: The Portfolio Interview: A means of Assessing Science Teaching Competency

http://science.coe.uwf.edu/nsela/se/scied31.htm

Portfolios for students (littler people):

Harnessing the Power of the Web

http://www.gsn.org/web/tutorial/issues/index.htm

The Student Portfolio

http://watson2.cs.binghamton.edu/~loland/portfolio6.html

Improving Schools with Technology: Tools for Reaching Florida's Goals for Education

http://www.firn.edu/doe/tekgoal3.htm

Lone Star 2000: Documenting Successful School or University Teaching and Learning

http://www.thejournal.com/past/oct/1096feat3.html

Electronic Portfolios

This page prepared by Karina Anderson and Karla Barritt

http://www2.ncsu.edu/ncsu/cep/ligon/passports.html

Student Projects

http://nisus.sfusd.k12.ca.us/schwww/sch569/sp.html

Electronic Portfolios from Discovery Middle School

http://longwood.cs.ucf.edu/~MidLink/portfolios.dms.html

General

Topic:
Education: Educational Standards and Testing/

http://www.yahoo.com/Education/Eductional_Standards_and_Testing/

GUIDELINES: EVALUATING ASSESSMENT

http://www.ncbe.gwu.edu/miscpubs/cal/contentesl/c-es18.html

Florida Department of Education: Student Assessment Services Section (SASS)

http://www.firn.edu/doe/sas/sasshome.htm

ALTERNATIVE ASSESSMENT/PERFORMANCE BASED ASSESSMENT

http://ericae2.educ.cua.edu/